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ABSTRACT

In an attempt to understand the shaping of the feminine personality in contemporary society and the processing of culturally defined sex roles, their images and identities, this course, "Women in Literature," examines the diverse images of women and the female mystique as represented by selected feminine protagonists in noted literary works. Teaching strategies are suggested that will lead students to focus on personal views of feminine problems and to rationalize the docile acceptance of roles expected of women. The range of subject matter includes contemporary attitudes toward women, statistics on males and females, current media views of women, literary portrayals of women, life styles and achievements of contemporary women, and evaluation by students of attitudinal stances. Through analyses of literary heroines, of social, economic, and literary forces, and of the literary works themselves, insights should be provided into the divergence between fictional females and their real life counterparts. (HOD)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS

Women in Literature

5114.301
5115.301
5116.301
5148.09

DIVISION OF INSTRUCTION • 1971

CS 200 617

WOMEN IN LITERATURE

5114.301
5115.301
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5148.09

English, World Literature

Written by Elaine Kenzel
and
Jean Williams
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE NUMBER	COURSE TITLE: WOMEN IN LITERATURE
5114.301 5115.301 5116.301 5148.09	COURSE DESCRIPTION: A course designed to examine the diverse images of woman and the female mystique as represented by selected feminine protagonists in noted literary works: Helen of Troy, Penelope, Andromache, Sarah, Leah, Rachel, Bathsheba, Juliet, Cleopatra, Rosalind, Madame Bovary, Anna Karenina, Ma Joad, St. Joan, Eleanor of Aquitaine. Selected works of nonfiction about contemporary women of achievement may also be included.

I. PERFORMANCE OBJECTIVES

A. Using firsthand and vicarious experiences dealing with women, students will formulate their own opinions concerning the feminine mystique.

B. Given a variety of literary selections, students will identify the view of women portrayed in each.

C. Presented with accounts of the life style and achievements of contemporary women, students will discern their raison d'etre.

II. COURSE CONTENT

A. Rationale

This course seeks to understand the shaping of the feminine personality in contemporary society and the processing of culturally defined sex roles, their images and identities. Students will focus on personal views of feminine problems and rationalize the docile acceptance of roles expected of women. One approach will be to discern in selected literature feminine images, archetypes, and stereotypes and evaluate their impact on the self-image of actual women. Analyses of literary heroines (portrayed by both male and female authors); of social, economic and literary forces; and of the literary works themselves should provide insights into the divergency between fictional females and their real life counterparts. Could one answer to the unraveling of the feminine mystique be that fiction has never reflected the lives of women as they really are or could be?

B. Range of subject matter

1. Contemporary attitudes toward women

2. Statistics on males and females

3. Current media views of women

4. Literary portrayals of women

5. Life style and achievements of contemporary women

6. Evaluation by students of attitudinal stances

III. TEACHING STRATEGIES

A. Using firsthand and vicarious experiences dealing with women, students will formulate their own opinions concerning the feminine mystique.

1. Begin the first class session by playing a taped wolf-whistle followed by a variety of female sound responses such as a sigh, a giggle, a slap, a gasp, or a titter. Next on the tape might be other male-female-attention-getting devices such as snapping the fingers, clicking the tongue on the cheek, etc. Have students supply possible female responses for each.

2. Invite students to prepare a banquet menu using euphemistic terms applied to women. The following might be included:

a. Tomato
b. Sugar
c. Honey
d. A sweetie-pie
e. Tootsie-roll
f. Chick
g. Bird
h. Cookie
i. Cheesecake
j. Dear
k. Lambchop
l. Lambie-pie
m. The apple of my eye
n. Peaches
o. A dish

3. Have students make a series of paired collages depicting man and woman in a variety of ages and/or roles. Examples:

a. Preschool
b. Ages 6-12
c. Ages 13-18
d. Adults over 30
e. Elderly
f. Professional sports
g. Medicine
h. Politics
i. Education

j. Law enforcement
k. Clothing manufacturing
l. Agriculture
m. Armed services
n. Space program
o. Homemakers

When students bring these in, have them examine the collages with questions of the following type in mind:

a. How do the male and the female presented in each pair differ?
b. What do the collages reveal about the individual who prepared them?

(1) Bias
(2) Guilt feeling (Distorting the actual ratio)
(3) Inferiority complex (Distorting the ratio)
(4) Stereotyped

c. Is there any indication of a role reversal in process?

4. Allot students ten minutes at the beginning of a period to list words and phrases which describe their feelings about women and their roles. Discuss these initial reactions and ask students to identify their own attitudes based on the comments they made. Have students spend five to ten minutes each day--in school or at home--writing thoughts about women. At the conclusion of the experiment, have students analyze these collections of thoughts to determine what, if any, changes in attitude they reveal.

5. Have students prepare charts, graphs, etc., to reveal statistics pertaining to:

a. Life expectancies of men and women
b. Percentages of men and women voters
c. Ratio of male to female employment in a specified occupation
d. Salaries of men and women in a variety of professions and occupations
e. Percent of executive positions held by men and women in areas such as:

(1) Education
(2) Advertising
(3) TV
(4) Airlines

f. Infant mortality rates

g. Percentage of males and females who die from a specific cause:

(1) Heart attack
(2) Cancer
(3) Drug addiction
(4) Alcoholism

h. Predilection of men vs. women to:

(1) Baldness
(2) Colorblindness
(3) Left-handedness
(4) Genius
(5) Harelip

6. Ask students to analyze the feminine role in comic strips. Have them bring in specific ones that portray women according to a particular stereotype. Their analyses might include responses to a number of questions:

a. What is the sex of the cartoonist?
b. How does the reader recognize a stereotype? Is there a stereotype revealed in the selected strip? If so, what?
c. How do the males in the strip view the women?
d. How do the women view themselves?
e. Is there a social statement? If so, what?

7. Suggest that students take a poll among their peer group, among their parents, and among members of a particular professional group concerning their favorite comic strip character. What do the results reveal about the participants?

8. Have interested students research the history of comic strips featuring women to observe the historical trends in the portrayal of women. In addition to using reference books, ask grandparents to contribute information concerning such "funnies" as Dumb Dora, Tillie the Toiler, and Maggie and Jiggs. Students could present a debate on the view these give of women versus the view of women presented in current comic strips.

9. Give students a list of books and articles to read such as those suggested below. They might wish to add others. Hold a discussion in which students present (BUT DO NOT REPORT FORMALLY) the views of the author. Students might indicate how these views conform to or conflict with their own.

a. Bird, Caroline. Born Female.
b. de Beauvoir, Simone. The Second Sex.
c. Friedan, Betty. The Feminine Mystique.

d. Janeway, Elizabeth. Man's World, Woman's Place.
e. Mill, John Stuart. On the Subjection of Women.
f. O'Neill, William, ed. The Woman Movement.
g. Tanner, Leslie B., ed. Voices from Women's Liberation.
h. Buck, Pearl. To My Daughters, with Love.
i. Brothers, Joyce. "What Women Think of Women." Good Housekeeping.
j. Sutherland, Z. "Make No Mystique about It," Saturday Review.
k. "Women's Legal Rights in 50 States," McCalls.
l. Bird, C. "Myths That Keep Women Down," Ladies Home Journal.
m. "Women's Intuition; Symposium," Vogue.
n. Lipman-Blumen, J. "How Ideology Shapes Women's Lives," Scientific American.
o. Raiphe, A. "What Women Psychoanalysts Say about Women's Liberation," New York Times Magazine.
p. Cahn, W. "Man Whose Vote Gave Women the Vote: H. T. Burn," Look.
q. Mead, Margaret. "Women: a House Divided," Redbook.
r. _____. "Women: and Our Plundered Planet," Redbook.
s. Snider, A. J. "Are Women Kept in Psychological Cages?" Science Digest.
t. Peck, Joseph H. Life with Women and How to Survive It.

10. Make a bulletin board display of pictures of women taken from magazines. Ask students to contribute to the collection. Have each student write a personality sketch of one of these based on the impression of her he gets from the picture. Ask volunteers to read their sketches and see how quickly other students are able to match the word portrait with the magazine picture. A variation of this is to have several students write about the same picture and then contrast the results. Why might there be divergent views? In what manner are these expressed?

11. Ask students to bring in copies of magazines designed primarily for women: Woman's Day, Mademoiselle, The New Woman, Cosmopolitan, Ms., Harper's Bazaar, Vogue, Essence, Ladies Home Journal, Seventeen, Ingenue, Photoplay, TV and Radio Digest, Screen Digest, True Confessions. After they have had an opportunity to examine one or more issues of several titles, suggest that they formulate questions which might be used to make a study of them. The following items could be included:

a. Articles--treatment, bias
b. Advertisements--treatment, bias
c. Specific audience
d. Assumptions about the readership
e. Overall pattern, attitude
f. Differences and similarities
g. Make-up of editorial board

12. Ask students to talk with someone who is a soap opera devotee and/or, if possible, to follow one themselves for a short time. Have them get to know the characters and discuss evidence of the feminine mystique, stereotyping, the nature of the devotees, and their own personal views of the series.

13. Have students brainstorm for names or phrases that connote "women's liberation." Having gained a class consensus of the phrase, the teacher may then suggest that interested students research the following topics as portions of the crusade:

    a. Origins of Leap Year

        (1) Official Leap Year--Scotland, 1288
        (2) St. Patrick and St. Bridget
        (3) The pamphlet "Love, Courtship and Matrimony"--England, 1604

    b. Marriage contract laws

        (1) Roads to Ruin, E. S. Turner
        (2) "The Subjection of Women" (1890), John Stuart Mill
        (3) Repeal in 1960's of Florida laws relating to women's right to property

    c. Twenty-first amendment to the Constitution
    d. Education of women

        (1) Elementary privileges
        (2) Secondary privileges
        (3) College privileges
        (4) Professional landmarks

            (a) Elizabeth Blackburn
            (b) Clara Barton
            (c) Florence Nightingale
            (d) Jane Addams
            (e) Margaret Chase Smith
            (f) Shirley Chisholm
            (g) Madalaine Murray O'Hair

    e. Equal rights legislation and Supreme Court rulings

14. Collect classified advertising sections listing help wanted and jobs available. Have students compile a tally of jobs by sex and of those available to both. What conclusions can students draw from this tally? Have interested students research other areas related to employment:

    a. Percentage of females who will work
    b. Salary comparisons

c. Working conditions
d. Benefits

15. Have students assume the attitudes of a Women's Lib group and then react to a variety of topics such as:

a. Desexing the language
b. Best dressed list
c. Ten most admired women
d. Miss America contest
e. Barbie doll popularity
f. Abortion
g. Adoption by single parent
h. Drafting women
i. Women's names for hurricanes (Why are they not himicanes?)
j. Playboy Magazine
k. TV's "The Gold Diggers"

16. Have students investigate Madison Avenue's use of women. Ask them to bring in ads which compliment women and others which exploit them. How is this accomplished? Which attitude predominates? Cite reasons advertisers might include women in their ad. What percentage of the buying power of the nation do women exert? To what degree does advertising sway a woman's decision?

17. Have students compile two lists of given names--male and female--which include all members of the class. Two posters ♀ ; ♂ showing the derivations could be constructed. Ask students to discern attitudes which are revealed by given names. As an additional activity, have students list feminine names reflecting flowers, male antecedents, jewels, unisex, months, and days of the week.

18. Give students a list of words that apply primarily to women. Have them research the etymology of each and trace its semantic route to the modern meaning. The following words might be included:

a. Amazon
b. Virago
c. Shrew
d. Circe
e. Portia
f. Cassandra
g. Wife
h. Girl
i. Witch
j. Penelope
k. Lorelei
l. Siren

m. Harpy
n. Mata Hari
o. Medusa
p. Venus
q. Medea
r. Pollyanna
s. Bitch

19. Give students one or more quotations--several are suggested here--about women or have them use Bartlett's to find their own. These quotations might form the basis of small group discussions, panels, or skits designed to present a particular point of view pertaining to a given quote.

a. "Frailty, thy name is woman!" Hamlet. William Shakespeare.
b. "We shall find no fiend in hell can match the fury of a disappointed woman." Love's Last Shift. Colley Cibber.
c. "Housekeeping in common is for women the acid test." Ariel. André Maurois.
d. "Woman is the last thing which will be civilized by man." The Ordeal of Richard Feverel. George Meredith.
e. "Woman is the lesser man." Locksley Hall. Alfred, Lord Tennyson.
f. "What man has assurance enough to pretend to know thoroughly the riddle of a woman's mind, and who could ever hope to fix her mutable nature?" Don Quixote. Miguel de Cervantes.

20. Determine with students blocks of American historical periods. Group them according to their interest in a particular period. Have them investigate the role of women at that time, the prominent women, and then present "A Documentary: Women in American History." A number of references are suggested here to which the teacher and students may add.

a. Brown, Dee. Gentle Tamers: Women in the Old Wild West.
b. Brown, A. Women of Colonial and Revolutionary Times.
c. Ross, Isabel. Sons of Adam, Daughters of Eve: The Role of Women in American History.
d. Smith, Page. Daughters of the Promised Land: Women in American History.
e. Lange, Dorothea. Dorothea Lange Looks at the American Country Woman.
f. Sickels, Eleanor Maria. Twelve Daughters of Democrary: True Stories of American Women, 1865-1930.
g. Ellet, Elizabeth. Women of the American Revolution.
h. Scott, Anne. Southern Lady: from Pedestal to Politics, 1830-1930.

i. Putnam, Emily. Lady: Studies of Certain Significant Phases of Her History.
j. Ossoli, Sarah. Woman in the Nineteenth Century and Kindred Papers Relating to the Sphere, Condition, and Duties of Woman.
k. Clark, Alice. Working Life of Women in the Seventeenth Century.
l. Lutz, Alma. Crusade for Freedom: Women of the Anti-Slavery Movement.
m. Manning, Caroline. Immigrant Woman and Her Job.
n. Benson, Mary. Women in Eighteenth Century America.

21. Have students review the feminine characters of legend and lore by utilizing pantomime, charades, autobiographic games such as Who Am I? or You Are There, or by quizzes such as adjectives and characters. Example:

wily .....Salome
boasting.....Helen of Troy
sexy .....Delilah
vengeful.....Antigone
peripatetic.....Mercer Girls
faithful.....Penelope
heroic.....Joan of Arc
secretive.....Mata Hari

22. Have students investigate the lives of the first ladies, the view they held of their position, and the contributions they made to the nation during the time they spent in the White House. A book which concerns twelve of these is The Woman in the White House: the Lives, Times and Influence of Twelve Notable First Ladies. (Means, Marianne)

23. Have students, using information gathered from stories, television programs, motion pictures, songs, and novels, build stereotypes of the major types of female figures. They will examine these stereotypes and use historical data to refute them. They might consider the role played by Hollywood stars (Marilyn Monroe, Goldie Hawn, Mae West) in creating "images."

24. Present students with a semantic principle, the self-fulfilling prophecy, by having them read Chapter 6, Symbol, Status, and Personality by S. I. Hayakawa. Have students give examples showing that expectations of life have a very real impact on results. Divide students into small group modes to do a comparison study of the role of women in two or more societies. Example:

Middle Ages--Eleanor of Aquitaine;
Wife of Bath; Mary, Queen of Scots

Victorian Era--Mary Ann Evans (George Eliot), Elizabeth Barrett Browning, Jane Eyre
Contemporary Era--Shirley Chisholm, Dr. Joyce Brothers, Ma Joad

25. Have students utilize current magazines, books of art, statuary and paintings of women to gain perspective on the image of woman in art.

26. Ask students to contemplate the subliminal message reflecting the image of woman through music. Suggested musical compositions:

    a. "Frankie and Johnnie"
    b. Carmen
    c. "Sweet Adeline"
    d. "I'm Only a Bird in a Gilded Cage"
    e. "Honey"
    f. Aida
    g. Madame Butterfly
    h. "She's a Latin from Manhattan"
    i. "Amy"
    j. "Diane"
    k. "Goodnight Irene"
    l. "Toot, Toot, Tootsie"
    m. Contemporary popular works
    n. Martha
    o. My Fair Lady
    p. Hello, Dolly

27. Give students the theme: How the Women Won the West, and have them investigate the parts played by these women:

    a. Belle Boyd (spy)
    b. Lola Montez (Queen of Lolaland)
    c. Asa Mercer's Girls
    d. Eliza Snow, wife of Joseph Smith and Brigham Young
    e. Mary Jemison
    f. Nancy Hanks
    g. The Harvey Girls
    h. Narcissa Whitman
    i. Ma James
    j. Sacajawea
    k. Calamity Jane
    l. "Unsinkable Molly Brown"
    m. Annie Oakley (Little Sure-Shot)

28. Have students identify the following authors: George Sand, George Eliot, Ellis Bell, Currer Bell, Acton Bell. What is unusual about the group?

29. Give students comments of some male authors about females:

    a. Norman Mailer: "...all lady writers are quaintsy, dikey, or bitchy"
    b. Leslie Fiedler: "...the only class war is between the sexes"
    c. Fred Lewis Potter: Referring to the decade prior to the Civil War--"...a feminine period undoubtedly"
    d. James Joyce: "...d...d mob of scribbling women"
    e. F. Scott Fitzgerald: "The Great American Bitch"

    Have students react to these in small or large groups and then write statements of their own.

B. Given a variety of literary selections, students will identify the view of women as it is portrayed in each.

    1. Give students a list of female characters used by Shakespeare in his plays. They might first identify the play in which each appears, select one or more plays in which these women have a prominent part, read the play(s), and be prepared to discuss their roles.

        a. Adriana (Comedy of Errors)
        b. Portia (Merchant of Venice)
        c. Mistress Ford (Merry Wives of Windsor)
        d. Helena (Midsummer Night's Dream)
        e. Katherina (Taming of the Shrew)
        f. Luciana (Comedy of Errors)
        g. Mistress Quickly (Merry Wives of Windsor)
        h. Rosalind (As You Like It)
        i. Hermia (Midsummer Night's Dream)
        j. Bianca (Taming of the Shrew)
        k. Mistress Page (Merry Wives of Windsor)
        l. Beatrice (Much Ado about Nothing)
        m. Miranda (The Tempest)
        n. Anne Bullen (Henry VIII)
        o. Calpurnia (Julius Caesar)
        p. Juliet (Romeo and Juliet)
        q. Ophelia (Hamlet)
        r. Portia (Julius Caesar)
        s. Desdemona (Othello)
        t. Gertrude (Hamlet)
        u. Cressida (Troilus and Cressida)
        v. Cordelia (King Lear)
        w. Lady Macbeth (Macbeth)
        x. Cleopatra (Antony and Cleopatra)

        Students might select one scene which illustrates the basic nature of their character(s) to read or perform. If these mini-scenes are presented together, all students can participate in a discussion concerning Shakespeare's view of women. Have them respond to questions such as:

a. What types of women does Shakespeare omit?
b. On what and/or on whom does he base his female characters?
c. Which characters belong primarily to Shakespeare's age?
d. Which ones have universal characteristics and have counterparts in other ages? Specify.
e. How objectively does Shakespeare present the historical women he uses?

Ask students to select a favorite author and to identify all women characters in his works. They might then apply one or more of the ideas suggested above to a study of this particular author's view of women. In addition, they should add a touch of their own imagination to a presentation of the results of their study.

2. Have students make a study of prominent Biblical women such as:

a. Eve
b. Bathsheba
c. Mary
d. Elizabeth
e. Mary and Martha
f. Esther
g. Ruth
h. Delilah
i. Sarah
j. Naomi
k. Rachel
l. Leah
m. Susanna
n. Salome
o. Jezebel

For what qualities or actions are they remembered? In addition to having students locate references to these in the Bible, refer students to books such as the following:

a. Pinkham, Mildred. Woman in the Sacred Scriptures.
b. Deen, Edith. All of the Women of the Bible.
c. Hallet, Ethyl. Blessed and the Damned Women of the Bible.
d. Lee, G. Avery. Great Men of the Bible and the Women in Their Lives.
e. Stendahl, Krister. Bible and the Role of Women.
f. Macartney, Clarence. Great Women of the Bible.

3. Suggest that students read a cross section of the works of one or more of the following women authors. After their reading, students might respond using the vehicle of a stream-of-consciousness essay, a collage, a slide-tape overview, or a paper contrasting the views of the female author on a specific topic with those of a male author on the same subject.

a. Bowen, Elizabeth: Wrote The Death of the Heart; rated with Virginia Woolf
b. Brooks, Gwendolyn: Black poet; universal appeal; empathic consciousness
c. Buck, Pearl: Wrote The Good Earth; short story writer and essayist
d. Cather, Willa: Wrote My Antonia
e. Carson, Rachel: Wrote The Silent Spring; ecological prophet
f. Giovanni, Nikki: Black poet; wrote memoirs entitled Gemini
g. Gould, Lois:

dd. Sitwell, Edith: Critic; World War II poet
ee. Spark, Muriel: Author of The Prime of Miss Jean Brodie
ff. Stein, Gertrude: Novelist, playwright, poet; Three Lives and Autobiography of Alice B. Toklas present penetrating studies of women.
gg. Steinem, Gloria: Editor of Ms.
hh. Welty, Eudora: Presents Southern point of view

4. Have students synthesize the essence of Emily Dickinson, the woman, after reading all selections of her poetry in Major Writers of America. Debate the validity of this thesis: a person reflects his true self in his writings.

5. Have students investigate the published works of the female personalities who won the Nobel Prize for Literature. Small groups could do an in-depth study on such authors as Selma Lagerlof, Sigrid Undset, Pearl Buck, Gabriela Mistral, and Nelly Sachs.

6. Have students investigate the "greatest love stories" of all time. The following topics could provide a departure point for students.

   a. Napoleon and Josephine
   b. Romeo and Juliet
   c. Antony and Cleopatra
   d. Duke of Windsor and Wallis Simpson
   e. Love Story
   f. Hector and Andromache
   g. Paris and Helen of Troy
   h. Orpheus and Eurydice
   i. Echo and Narcissus
   j. David and Bathsheba

   Ask students to define love--that which makes the world go round.

7. Assign students selections written by Black women. Have them read several pieces by a single author whom they will choose. Conduct a round-robin discussion session. Allow time for students to determine the chronological arrangement of these writers in order to gain a picture of the evolving feminine Black voice.

   a. Maya Angelou
   b. Gwendolyn Brooks
   c. Katherine Dunham
   d. Mari Evans
   e. Nikki Giovanni
   f. Kristin Hunter
   g. Zora Neale Hurston

h. Georgia Douglass Johnson
i. Ann Petry
j. Lucy Terry
k. Mary Elizabeth Vroman
l. Alice Walker
m. Margaret Abigail Walker
n. Phyllis Wheatley

8. Group students according to preferences

a. International women

(1) Anna Karenina
(2) Madame Bovary
(3) Saint Joan
(4) Hedda Gabbler
(5) Elizabeth I
(6) Grendel's mother
(7) Pamela
(8) Guinevere
(9) Mrs. Dalloway
(10) Sena Frasquita
(11) Kristin Lavransdatter
(12) Beatrice
(13) Desiree
(14) Katherine
(15) Antigone
(16) Cassandra
(17) Medea
(18) Lucie Manette
(19) Lysistrata

b. Regional women

(1) Scarlett O'Hara
(2) Ma Joad
(3) Hester Prynne
(4) Marjorie Morningstar
(5) Ramona
(6) Antonia
(7) Zelda Fitzgerald
(8) Evangeline

c. Mythological women

(1) Athena
(2) Venus
(3) Circe
(4) Juno
(5) Persephone

(6) Diana
(7) Medusa
(8) Iris

Have them consider the following items for each woman they investigate:

a. What characteristics peculiar to the particular locale of the work are evident in the personality of the woman mentioned?
b. On a stereotype scale, where would you place this character?
c. How does the woman view herself? How do others view her? How does the author view her? How do you view her? What areas of conflicting opinion are evident?
d. If the selection had been written by someone of the opposite sex, how might the woman be presented?
e. What role does she play? What is her attitude toward it?
f. What metamorphoses occur in her? Does she precipitate any? If so, what?
g. What are her views on current topics (where applicable): government, politics, economics, the family, welfare, fashion, war, religion, men, careers?
h. What feminine characteristics does she exhibit? How, if at all, does she depart from these?
i. What conditioning forces shaped her character and behavior?
j. How do the male characters treat her? What about her might trigger their actions?

Have students select one of the following vehicles for presenting their discoveries:

a. Three or four for a coffee klatch
b. Two women exchanging gossip at a beauty shop
c. Two women meeting following a fender-bender in which both were driving their own cars
d. Phone conversation
e. Cartoon strip featuring character
f. Debate concerning topic of mutual interest
g. Slide-tape revealing personal insights and little-known facts
h. Series of essays, letters, journals, memoirs

9. Suggest that students conduct an in-depth study of a male author to discover his view and treatment of women. Have students read a variety of his works, compile lists of the women characters, and then, viewing his work in its entirety, make a presentation of their conclusions to the class using an approach which will engage the interest of their classmates and will, at the same time, present an overview of the characters and the author's treatment. One such author might be Charles Dickens:

a. Biddy
b. Mrs. Sarah Gamp
c. Peggotty
d. Sissy Jupe
e. Little Nell
f. Miss Flite
g. Rosa Bud
h. Lucie Manette
i. Miss Murdstone
j. Estella
k. Miss Havisham
l. Madame DeFarge

10. Have students retrace the history of etiquette to the days of chivalry (cheval=horse).

    a. What advice does Chaucer give?
    b. What was the Godoy book?
    c. Comment on this instruction from the Victorian Lady Gough's Etiquette: "The perfect hostess will see that the works of male and female authors be properly separated on her bookshelves. Their proximity, unless they happen to be married, should not be tolerated."
    d. What made Emily Post an authority?
    e. Why do or do not people need Amy Vanderbilt's advice?
    f. How does Ann Landers conform with or deviate from her predecessors?

11. Direct students in wide reading of selections by and about women in state-adopted textbooks. This reading, coupled with their previous work should enable them to compose a short formal paper in which they bring together the diverse ramifications of the female with which they have been presented.

    a. The American Experience: Poetry
       Anne Bradstreet
       Edna St. Vicent Millay
       Gwendolyn Brooks
    b. Outlooks through Literature
       Romeo and Juliet
       A Tale of Two Cities
    c. Studies in the Short Story
       Agatha Christie: "The Witness for the Prosecution"
    d. Western Literature: Themes and Writers
       Antigone
       Hinckley, Laura: "Rebellion in Wimpole Street: Elizabeth Barrett and Her Father"
       Chaucer: "Wife of Bath"
       Macbeth
    e. The Novel and Nonfiction
       Anne Frank: "The Diary of a Young Girl"

f. The American Experience: Drama
Hellman, Lillian: The Little Foxes

g. Insights: Themes in Literature
Lessing, Doris: "Through the Tunnel"
The Odyssey
Gibson, William: The Miracle Worker

h. The English Tradition: Poetry
Beowulf: "The Building of Heorot"
Geoffrey Chaucer
William Shakespeare
Elizabeth Barrett Browning
Edith Sitwell

i. The Short Story
Edith Hamilton
King James Bible: "The Book of Ruth"

j. Encounters: Themes in Literature
Nathan, Robert: Portrait of Jennie
Freeman, Mary: "The Revolt of Mother"
Goodrich, Frances and A. Hackett: The Diary of Anne Frank

k. Modern Fiction
Buck, Pearl: "The Enemy"
Porter, Katherine: "He"
Wharton, Edith: "Xingu"
Welty, Eudora: "A Visit of Charity"

l. The U. S. in Literature
Buck, Pearl
Cather, Willa
Lowell, Amy
Dickinson, Emily
Fitzgerald, F. Scott: "Bernice Bobs Her Hair"
Porter, Katherine Anne
Welty, Eudora
Packer, Nancy Huddleston
Williams, Tennessee: The Glass Menagerie

m. Coming of Age: 1865-1914
James, Henry: The Turn of the Screw

n. From Pilots to Plastics
Carson, Rachel
Kerr, Jean
Earhart, Amelia

o. Major British Writers
Shaw, George: Saint Joan
Pope, Alexander: "The Rape of the Lock"

p. Major Writers of America
James, Henry: Daisy Miller: A Study

q. English Literature
Mansfield, Katherine: "The Garden Party"
Woolf, Virginia: "How Should One Read a Book?"
Shaw, George: Pygmalion

r. Searchlights on Literature
Stockton, Frank: "The Lady or the Tiger?"
Carroll, Lewis: from Alice's Adventures in Wonderland

s. The English Tradition: Fiction
Brontë, Charlotte: from Jane Eyre
Thackeray, William: from Vanity Fair
Masefield, John: "The Wind Blows"
Woolf, Virginia: "The New Dress"

t. The English Tradition: Drama
Macbeth
She Stoops to Conquer
Arms and the Man

u. England in Literature
Beowulf--an Anglo-Saxon Epic
Defoe, Daniel: "The Education of Women"
Goldsmith, Oliver: She Stoops to Conquer
Keats, John: "La Belle Dame sans Merci,"
"The Eve of St. Agnes"
Robert and Elizabeth Barrett Browning
Lavin, Mary: "Story of the Widow's Son"
Mansfield, Katherine: "Miss Brill"
Maugham, W. Somerset: "Louise"
Sitwell, Edith
Shaw, George: Pygmalion
Woolf, Virginia: "Three Pictures"

C. Presented with accounts of the life style and achievements of contemporary women, students will discern their raison d'être.

1. Suggest that students select an occupation or a career in which they are interested and investigate the activities and contributions of women prominent in that field. Their primary source of information should be interviews with individuals holding a particular position. In addition, they might refer to works such as:

a. Yost, Edna. Women of Modern Science.
b. Hume, Ruth. Great Women of Medicine.
c. Laffin, John. Women in Battle.
d. Fleming, Alice. Great Women Teachers.
e. Beshiri, Patricia. Woman Doctor: Her Career in Modern Medicine.
f. Thrall, Margaret. Ordination of Women to the Priesthood.
g. Paradis, Adrian. New Look in Banking: Careers for Young Women in Finance.
h. May, Charles. Women in Aeronautics.
i. Lamson, Peggy. Few Are Chosen: American Women in Political Life Today.
j. Love, Barbara, ed. Foremost Women in Communication.
k. Pogrebin, Letty. How to Make It in a Man's World.
l. M.I.T. Symposium on American Women in Science and Engineering. Women and the Scientific Professions: Proceedings.
m. Hoyt, Mary. American Women of the Space Age.

n. Abbott, Edith. Women in Industry: A Study in American Economic History.
o. Cobb, Jerrie. Woman into Space, the Jerrie Cobb Story.
p. Taves, Isabella. Successful Women and How They Attained Success.

2. Have students take a world tour to meet women in other places. They might tour in groups or as individuals. When they "return," have them give a travelogue or assume the role of a native of a particular country and give an "I am _____ of _____. In my country women..." Books which might help students meet ladies of other lands are:

a. Green, J. Birds of Britain.
b. Vreede-De-Stuers, Cora. Parda: A Study of Muslim Women's Life in Northern India.
c. Waagenaar, Sam. Women of Israel.
d. Koyama, Takashi. Changing Social Position of Women in Japan.
e. Snow, Helen. Women in Modern China: A Study of the Political, Social, Economic and Religious Changes in Their Lives Since the Advent of Communism.
f. Innis, Mary, ed. Clear Spirit: Twenty Canadian Women and Their Times.
g. Vietnamese Women.
h. Rigg, Julie, ed. In Her Own Right: Women of Australia.
i. Paulme, Denise, ed. Women of Tropical Africa.
j. Brown, Donald, eds. Role and Status of Women in the Soviet Union.
k. Watson, Paul. Some Women of France.
l. Thomas, Paul. Indian Women through the Ages.
m. Hate, Chandrakala. Changing Status of Women in Post Independence India.

3. Direct students to compile their own lists of outstanding women today. Before doing so, the class should make some suggestions concerning criteria for admittance to the lists. Students should be prepared to defend their selections and to give reasons for including each one. Compilation of these individual lists into one arranged according to the frequency of mention might prove an interesting statement on the views of the class. Refer students to Vance's The Lamp Lighters: Women in the Hall of Fame and Robinson's article "America's Seventy-five Most Important Women."

4. Direct students, after reading Hayakawa's "The Tyranny of Words," to defend the Women's Lib charge that "it's a man's world." In addition, students may present evidence to prove or refute the stereotyped role of woman in society. Have students compile a list of phrases or sentences whose roots are deep in "male chauvinism." Have students first neutralize the cultural bias, then give it the "women's lib" treatment. Examples:

a. It's a man's world.
b. Low man on the totem pole
c. Gold digger
d. Go West, young man; go West.
e. Hill-billy
f. Drugstore cowboy
g. Will each student pass in his paper?
h. Organization man
i. Just a housewife
j. A "typical" woman driver
k. He's too big for his britches.
l. A man's a man for a 'that.

5. Take students to the library to browse through magazines to locate articles on contemporary women. Have them compile a list of those they encounter and then select one about whom they will read all available material. Suggest that two students work on a given individual and that they present their findings via radio or TV interview show. Their reading should be extensive enough in order for one of the pair to be able to adopt the attitude during the interview of the person being investigated. Provide time for students to rehearse their interview presentations before they make them to the class. Those which are especially effective might be taped for future use or as samples for other classes.

   a. Shirley Temple Black

      (1) Black. "U.S. Discusses Priorities for the 1972 U. N. Conference on the Human Environment."
      (2) Black. "When I Was 17."

   b. Rachel Carson

      (1) Briggs. "Remembering Rachel Carson."
      (2) Graham. "Silent Spring: the Genesis and the Storm."

   c. Shirley Chisholm

      (1) Chisholm. "Black and Proud."
      (2) Chisholm. "Clear It with Shirley."
      (3) Howard. "Shaker-upper Wants to Be Madame President Chisholm."
      (4) "First Black Woman in the U. S. House of Representatives."

   d. Bernadette Devlin

      (1) Davidson. "Bernadette Devlin: an Irish Revolutionary in Irish America."
      (2) Carthew. "Rebel in Armagh Jail, the Hater in the Pulpit."

(3) Rockwell, J. "Bernadette Devlin, Symbol of Protest."
(4) Buckley. "On the Left, Bernadette Devlin."

e. Amelia Earhart

Klaas. "Amelia Earhart Lives."

f. Elizabeth II

McLendon. "I Went to London to Visit the Queen!"

g. Indira Gandhi

(1) "Indira's Coronation."
(2) Moraes. "Indira Gandhi Is Either Hated or Adored."
(3) Stewart. "Not a Person to Be Pressured."
(4) "Indira Typhoon."

h. Rose Kennedy

(1) Bergquist. "Keeping up with Rose Kennedy at 81."
(2) Wright. "Rose Kennedy at 80."
(3) Buck. "Rose Kennedy; excerpt from The Kennedy Women."

i. Coretta King

(1) King. "Finally, I've Begun to Live Again."
(2) Walker. "Growing Strength of Coretta King."

j. Margaret Mead

(1) Mead. "Margaret Mead Views Education Today."
(2) Kronenberger. "Is the Family Obsolete?"
(3) Mead. "Drugs and Us."
(4) Mead. "Rap on Race: How James Baldwin and I Talked a Book."

k. Golda Meir

(1) "Mrs. Meir: a Phantom Smile."
(2) De Borschgrave. "Talk with Golda Meir."

l. Kate Millett

(1) Wrenn. "Furious Young Philosopher Who Got It down on Paper."
(2) Edmiston. "Day in the Life of Kate Millett."

m. Pat Nixon

(1) "First Lady's Own Tour; Visit to China."

(2) West. "Real Pat Nixon."
(3) "Pat Nixon's Answer to the Generation Gap."
(4) McBee. "Pat Nixon and the First Lady Watchers."
(5) "Caring for Others Creates the Spirit of a Nation."

n. Jacqueline Onassis

(1) "Domestic View of the Onassises."
(2) Smith. "New York Life of Jacqueline Onassis."
(3) Sheehan. "Happy Jackie, the Sad Jackie, the Bad Jackie, the Good Jackie."
(4) "One Man's Running Battle with Jackie: R. Gallela, Plaintiff,vs. J. Onassis, Defendant."
(5) "Occupation: Jackie-watcher."

o. Eleanor Roosevelt

(1) Davis. "Miss Eleanor Roosevelt."
(2) Lash. "Eleanor and Franklin."

p. Gertrude Stein

(1) Bridgman. "Gertrude Stein in Pieces."
(2) Smith. "Gertrude Stein, Master Librettist."

6. Introduce the subjects of women's suffrage and the status of women. Get students' immediate reactions, and then suggest that they obtain facts and figures concerning the forces which have resulted in the present societal position of women. Female activists and reference sources are suggested below. Have students construct a liberation line ranging from ultra pro to ultra con and determine where on that line specific women or groups of women would be placed. Following their study and discussion, have students write a paper predicting the future status of women in American society.

a. Female activists

(1) Mary Wollstonecraft
(2) Sarah Grimke
(3) Margaret Fuller
(4) Crystal Eastman
(5) Anna Parsons
(6) Simone de Beauvoir
(7) Betty Friedan
(8) Kate Millett
(9) Eleanor Flexner
(10) Aileen Kraditor
(11) Zelda Fitzgerald
(12) Florence Harriman

(13) Elizabeth Cady Stanton
(14) Jane Swisshelm
(15) Jane Addams
(16) Mary Ovington
(17) Mary Dreiser
(18) Agnes Nestor
(19) Maud Nathan
(20) Inez Irwin

b. Reference sources

(1) Mead, Margaret and Frances Kaplan, eds. American Women: The Report of the President's Commission on the Status of Women and Other Publications of the Commission.
(2) Wollstonecraft. Vindication of the Rights of Women.
(3) Catt, Carrie. Woman Suffrage and Politics: The Inner Story of the Suffrage Movement.
(4) Flexner, Eleanor. Century of Struggle: The Woman's Rights Movement in the U.S.
(5) Dorr, Rheta. Susan B. Anthony, the Woman Who Changed the Mind of a Nation.
(6) Grimes, Alan. Puritan Ethic and Woman Suffrage.
(7) Ellis, Julie. Revolt of the Second Sex.
(8) Kanowitz, Leo. Women and the Law: The Unfinished Revolution.
(9) Cassara, Beverly, ed. American Women: The Changing Image.
(10) Kraditor, Aileen, ed. Up from the Pedestal: Selected Writings in the History of American Feminism.
(11) Morgan, Robin, ed. Sisterhood Is Powerful: An Anthology of Writings from the Women's Liberation Movement.
(12) Armour, Richard. It All Started with Eve.
(13) Thompson, Mary, ed. Voices of the New Feminism.
(14) Kamait, Arnold. Feminine Superiority and Other Myths.
(15) Hudson, Kenneth. Men and Women: Feminism and Anti-Feminism Today.
(16) Firkel, Eva. Woman in the Modern World.
(17) Carlson, Harriet. New Horizons for the Housewife.
(18) Ashley, Montagu. Natural Superiority of Women.
(19) Coolidge, Olivia. Women's Rights: The Suffrage Movement in America, 1848-1920.
(20) Bryan, Florence. Susan B. Anthony, Champion of Women's Rights.
(21) Garskof, M. H., ed. "Growing Up Girlish: excerpt from Roles Women Play: Reading toward Women's Liberation."
(22) "Little Miss Muffet Fights Back."

7. Have students conduct a poll of their classmates, the faculty and administration, adult family and friends, and the neighborhood on the subject of women's liberation. Have students keep the responses of each group separate and do a contrast study to determine the attitude of the various groups.

8. Have students examine themselves for an estimation of individual sexual bigotry, i.e., female chauvinism or male chauvinism. An attitudinal sampler could serve this function.

ATTITUDE ADAMOREVER

a. Would you attend religious services if your rabbi, priest, or minister were a woman?
b. Do you call your mother by her first name?
c. Are you a devotee of soap operas?
d. Would you permit your surgery to be performed by a woman doctor?
e. Would you approve of Northern winter storms being given male names?
f. Would you hire a male secretary?
g. Do you consider a girl as flighty and a boy as absent-minded?
h. Do you approve of the girl chauffeuring her date for an evening-on-the-town?
i. Is obscenity more acceptable in a man's vocabulary?
j. Would you be happy working for a woman boss?
k. Are you flattered to be told "you drive as well as a man"?
l. Would you trade a lucrative career for the responsibilities of family life?
m. Is the family unit an anachronism?
n. Are you disturbed that statistics show that in the United States in 1970 one in three marriages end in divorce?

Ask students to submit additional questions which reflect attitudinal stances.

9. Have students consider the male bias of the English language. Write this sentence on the board: If anyone can interpret this sentence, let tey raise a hand. Refer students to the article "Desexing the Language" by Casey Miller and Ms. Kate Swift in The New Yorker. Additional topics such as taboo words, vocabulary euphemisms, titles of address, masculine style of speech, and genteel usage may be investigated.

10. Have students read the column "Can This Marriage Be Saved?" from several issues of the Ladies Home Journal. A class discussion on the status of "Marriage American Style" could be a follow-up activity.

11. Have students, as they read assigned materials compile a list of conditioning practices in the creation of sexual stereotypes. Consideration should be given to the following factors: age level, toys, educational environment, emotional characteristics and outlets, physical activity, curriculum opportunity, relevance in textbooks, career opportunities. A possible sampler follows:

FEMALE	MALE
Pink for girls	Blue for boys
Coo over baby girl	Playfully toss boy into air
Ruffles and ribbons	Overalls and teeshirts
Dolls, dishes	Drums, guns
Mother's little helper	Daddy's big boy
Sweet, docile, tears	"Little man," rough, boisterous
"Especially for girls" books	"Especially for boys" books
Homemaking hobbies	Physical hobbies
Gentle, quiet, tactful	Logical, adventurous
Typing, cosmetology	Metal shop, auto mechanics
Cheerleaders, majorettes	Football player, track
Teacher, nurse, secretary	FBI agent, architect, professional sports

Additional discussion questions:

a. At what age does a child identify as male or female?
b. Are teachers (elementary, junior high, senior high, college and university) predominantly male or female?
c. Do anthologies of famous people favor male or female?

12. Have students consider the subject of women's liberation through a format of mock conference phone calls. After researching biographical data and reading the woman's work, call up and talk with "her." Suggestions: Martha Mitchell, Gloria Steinem, Jeannette Rankin, Margaret Mead, Kate Millett.

13. Print the following quotation by Baudelaire on a poster for display: "Stupidity always preserves beauty, it keeps away the wrinkles, it is the supreme cosmetic...!" Give students the following topics for discussion based on the quote: Cosmetics for Men, Unisex, Female Executives, Male Plumage, Psychological Implications, Hollywood's Secret Weapon, "Momism."

IV. STUDENT AND TEACHER RESOURCES

A. State-adopted textbooks

The English Tradition: Poetry
The American Experience: Poetry
Outlooks through Literature
Studies in the Short Story
Western Literature: Themes and Writers
The Novel and Nonfiction
The American Experience: Drama
Insights: Themes in Literature
Encounters: Themes in Literature
The Short Story
Major British Writers
From Pilots to Plastics
Coming of Age: 1865-1914
The U. S. in Literature
Modern Fiction
Major Writers of America
English Literature
Searchlights on Literature
The English Tradition: Fiction
England in Literature
The English Tradition: Drama

B. Non-state-adopted textbooks

Man in Literature

C. Reference materials

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